

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Dean Cochran

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Rio Vista Elementary School

(As it should appear in the official records)

School Mailing Address 8809 Coffman Pico Road

(If address is P.O. Box, also include street address.)

City Pico Rivera State CA Zip Code+4 (9 digits total) 90660-3226

County Los Angeles County State School Code Number* 19645276013379

Telephone 562-801-5049 Fax 562-942-7989

Web site/URL http://rve.erusd.org E-mail dcochran@erusd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Martin Galindo E-mail: mgalindo@erusd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name El Rancho Unified Tel. 562-801-5196

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Aurora Villon

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 13 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☒ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 7 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	30	32	62
1	32	36	68
2	40	27	67
3	38	44	82
4	39	40	79
5	36	34	70
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	215	213	428

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 98 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 17%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	40
(3) Total of all transferred students [sum of rows (1) and (2)]	72
(4) Total number of students in the school as of October 1	428
(5) Total transferred students in row (3) divided by total students in row (4)	0.168
(6) Amount in row (5) multiplied by 100	17

7. English Language Learners (ELL) in the school: 24 %
104 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Punjabi, Vietnamese
8. Students eligible for free/reduced-priced meals: 86 %
 Total number students who qualify: 366

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 10 %
42 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1 Autism	2 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
0 Emotional Disturbance	13 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
8 Mental Retardation	1 Visual Impairment Including Blindness
2 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

The staff of Rio Vista Elementary is set on improving student achievement for all students. In making this goal possible everyone must be willing to work together as a team. Regardless of job title or position, everyone contributes to the success of each student. This mentality is best summarized by the commitment statement created by the staff in 2010 at the beginning of Rio Vista's successful growth trend.

"In order to provide specific, targeted instruction to all students, we at Rio Vista will not rest until the needs of our students are met through consistent collaboration, individual flexibility and our complete trust in each other as a team."

Many of the parents of our students themselves attended Rio Vista as a child. Their fond memories are unique to their experience in prior years. We strive for our current students to create their own positive memories of Rio Vista while building a solid foundation for future learning and success in life. Learning does not happen in isolation and all of our staff and volunteers work together to create a safe, comfortable environment conducive for successful learning. Character Counts, Olweus Anti-bullying initiative and PAX Good Behavior Game are all used in concert in developing the future leaders of our community. Every staff member takes this responsibility seriously for all of our students no matter what class the student may be enrolled in. The staff investment in student success and their confidence in the school community is further evidenced by the number of staff members' children enrolled in each grade.

Over the last 5 years, Rio Vista has shown significant, consistent growth in student achievement including 4 consecutive years of double digit growth and over 100 point increase overall during the same time period (2009-2013) on the California Academic Performance Index (API). This successful record of performance can be directly attributed to specific efforts focused on meeting students' needs and improving instruction.

Teachers agreed to adjustments in the school day resulting in increased time of instruction in kindergarten through second grade. Teaming was scheduled across all grade levels and targeted instructional time blocks were established within the school day. A full day kinder program was implemented to provide a complete day of instruction designed to create solid foundational academic skills for first year students.

Understanding the importance of data-driven decision making, efforts to improve overall instruction began with curriculum calibration to align instructional materials with the appropriate state standards and maximize the effectiveness of lessons. Intensive professional development then took place in lesson design and delivery using Explicit Direct Instruction strategies and collaborative lesson design. Teacher teams were created to maximize resources, build upon individual teacher strengths and build capacity within the staff.

Systematic data analysis is used to drive school goals and student learning and all students are expected to show growth. Implementation of a school data team and the Educational Data Management System (EADMS) began the use of regular consistent assessments that allow teachers to recognize students' current academic skills and needs. Adjustments are then made to provide the required support to students so that all students may be successful and able to achieve growth.

In addition to our general education program, Rio Vista has a significant special education population. Over the last 5 years various district and area special education programs have been an integral part of Rio Vista's success. Special Education teachers and staff work closely together with our general education teachers. Through collaboration, mainstreaming, and shared professional development all students have benefited from being part of a diverse community. Rio Vista special education staff has played a vital role in the restructuring of the district special education program, including piloting new grade level spans and implementation of the Universal Learning Systems curriculum used in Adapted Specialized Academic Instruction Special Day Classes. The special education staff has also used their expertise to create interventions for our general education students based on individual needs that were not being addressed. Examples of these interventions include a Language Learning Center, social skills group and executive functioning/study skills group designed to target specific barriers to a student's progress in the classroom or

school community. These interventions were created to provide support to specific students based on identified needs through the student success team process.

Often there are events and circumstances outside of school that may affect our students' lives and impact their abilities to succeed academically. Working with community resources and outside agencies, Rio Vista aims to be a resource to the community to help parents and families access needed services. Some of these partnerships have included: community mental health agencies, City of Pico Rivera Parks and Recreation Department, Los Angeles County Health Department, Presbyterian Hospital Mobile Clinic, LA County Office of Education Migrant Education Program and others.

As a result of these specific, targeted efforts, Rio Vista was one of only 2 schools of the 533 schools in Program Improvement Year 4 to exit program improvement.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

All California Public Schools participate in the Standardized Testing and Reporting system. There are three tests included in the data tables for Rio Vista made up of the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). Each year California elementary schools must meet three sets of requirements to make Adequate Yearly Progress (AYP). The requirements reflect minimum statewide performance levels and are the same for all schools of the same type. The requirements include: 95 percent student participation rate on statewide tests, a determined percentage of students scoring at the proficient or above level in English Language Arts (ELA) and Mathematics on statewide tests, and target criteria for the state Academic Performance Indicator or API criteria. Safe Harbor Criteria is used as an alternate measure for schools to account for significant growth in school wide or subgroup performance. Under Safe Harbor, a school must show an increase of 10 percent or more in students moving from below proficient levels to proficient or advanced levels in order to meet the Annual Measurable Objective (AMO).

Rio Vista was initially identified as a program improvement school (2006) in the area of English Language Arts (ELA) under our English Learner Subgroup. Initial efforts were heavily focused on ELA. These efforts included restructuring the school schedule and class distribution to ensure that English Learners were given appropriate opportunities to collaborate with fluent English speakers and maximize instructional time for English Language Development lessons. Additionally, professional development included all staff members including both special education and general education. It was agreed that each staff member had a responsibility for every student on the campus and we would hold each other accountable as such. First efforts resulted in initial gains in the area of ELA, however math scores began to suffer as time, attention and resources were redistributed to English Language Arts instruction.

At that time it was decided that the school would take a systematic approach to address all subjects while continuing to build a program that would increase proficiency for students across all grade levels and content areas. As seen in the data tables, regular incremental growth began in 2009 and continued as a whole over the five year span with significant gains in both content areas. Fluctuations in grade level staffing accounted for small changes within a grade level's performance. As teachers continued to collaborate and build capacity, the test scores showed a similar increase in relation to increased collaboration and staffing stability across grade levels.

The first step in this process began with curriculum calibration. Representative work samples were collected from all grade levels and scored based on their adherence to the grade level standards. This provided us a lens with which to design lessons that were grade level appropriate for a given group of students and began to build stronger collaborative teams within the school. From this baseline, grade level teams with the support of the principal and consultants, worked together to create standards-focused, purposeful lessons with a clear learning objective. Grade level teams would then coach each other during the lesson delivery to maximize student engagement and improve the effectiveness of instruction. Grade level teams observed each other throughout the lesson delivery. Through a debriefing and improvement process the teams refined the lessons at each step, sharing best practices among the teachers and implementing the changes in their own classrooms.

A school wide data team was established to identify a standardized method of monitoring student progress. Common assessments were implemented to establish clear, consistent expectations for student performance throughout the school year across the entire grade level. The common assessments were routinely analyzed in grade level teams, identifying common strengths and weaknesses, and then using that information to adjust instructional delivery through lessons designed to target the specific deficiencies revealed by the assessment data. Through these efforts, it became clear to our staff that a focus on continuous improvement would be critical for any success to occur.

For identified students of need (academic and social-emotional), a tiered student success team process was created to identify supports and interventions appropriate for struggling students. Throughout this process, classroom teachers, support staff, administration and parents work together to create solutions and enable students with the opportunity to succeed. Through a tiered process students are identified for monitoring and offered interventions according to their needs. This process allows resources to be maximized and allows students with the greatest needs priority access to services. Students who receive early intervention are less likely to have severe academic difficulties later in their academic careers.

For all students, a Response to Instruction (RTI) class was created in the area of Language Arts. Based on identification assessments classes were created based on student performance. Staffing resources are allocated to the students with greatest need in order to reduce the student teacher ratio to less than 8:1 for 1 hour per day. Teacher teams collaborate on lessons to differentiate instruction across three levels of classes offering increased rigor and challenges to all students matched with appropriate staff support.

Additional extended learning opportunities for students were created before and after school to address targeted skills. Targeted tutoring assistance was provided to small groups of students based upon district benchmark assessment results. Immediate intensive instruction is provided by teachers to address critical academic skills required for students to progress towards proficiency at grade level standards.

2. Using Assessment Results:

Rio Vista implements a cohesive assessment cycle through the use of both formative and summative tools. Assessment begins from the initial delivery of every lesson with clear student expectations. Once the desired outcomes are established assessment takes place in a variety of forms and is systematically built into the learning cycle of instruction. On a most basic level, teachers are assessing students at the time of instruction through checking for understanding. Through real time data, instruction is adjusted and modified to ensure students are understanding instructional content sufficiently.

On a weekly basis, teachers meet for grade level collaboration and evaluate progress towards goals for the current instructional period, adjust pacing, modify lessons according to student need, and ensure that the appropriate standards are taught prior to benchmark assessments. Through the implementation of the Education Data Management System (EADMS), teachers have a centralized location and tools for the aggregation and analysis of assessment data to guide these discussions.

Built into the school calendar at six week intervals, grade level data analysis meetings are held and composed of classroom teachers, instructional coach, principal, and the Resource Specialist Teacher in order to evaluate the students progress based on data and teacher observation and recommend what steps are needed to support students' academic performance. These meetings focus on common assessments, including district benchmark exams that are aligned to the standards and skills taught during the specific time frame. As an integral part of these data analysis meetings, lesson planning is included to address shortfalls that are common to all students. Best practices are also identified based on student results across all classrooms and shared among the grade level.

At the final benchmark exam prior to state testing, a cumulative blueprint exam is given to model expected standards to be tested. Teachers then have a final window to address grade level deficiency prior to the state exams. Through this orderly systematic process teachers have multiple opportunities to check student progress towards the grade level standards and, more importantly, make the necessary adjustments to their instruction.

If a student is identified as struggling at any point in the assessment process and in need of additional academic and behavioral support, any member may make a referral to the Student Success Team or (SST). During a Tier I SST grade level team members collaborate to discuss the concerns, share strategies, establish an action plan of interventions to address the concerns and Schedule a Tier II follow-up meeting.

On the scheduled Tier II SST date, the team will reconvened to evaluate the effectiveness of the interventions and the action plan. Interventions can then be continued or adjusted. If all techniques are exhausted and a student needs additional support, they are referred to a Tier III meeting where additional members are present including the parent, general education teacher representative, homeroom teacher, Resource Specialist Program teacher, school psychologist, speech pathologist, and principal. During the Tier III meeting, the SST reviews the student's strengths and needs and previous action plan. An academic plan is then created to identify if additional resources, services or supports are necessary for the student to access the curriculum.

3. Sharing Lessons Learned:

Rio Vista staff was instrumental in development of the tiered model for the student success team (SST). Multi-tiered SST meetings facilitate further collaboration between grade level teachers in addressing student needs. Through the tiered process staff is able to monitor establish recommended interventions, monitor their implementation and create a specific action plan including a follow-up meetings. As of this year, Rio Vista's Multi-tiered SST process was presented for school site implementation district-wide.

Successful strategies unique to our site were developed by our school team to address specific student areas of need identified through the SST process. Our staff has been active in sharing these successful strategies at a local, state-wide, and national level. The social skills intervention developed in collaboration by our speech and language pathologist and school psychologist has been presented at the American Speech-Language and Hearing Association (ASHA) and the California Speech-Language Hearing Association (CSHA). This has also been shared as a guideline to our district mental health interns who were establishing counseling groups, and to the parents of students with special needs in regards to how to support their child/children at home. Additional presentations at ASHA and CSHA given by Rio Vista's speech pathologist and school psychologist have addressed preparation for the common core standards, including aligning special education and general education instruction, and strategies to support the development of critical thinking skills in children and adolescents with IEPs. Our special education teachers were provided this information as well at district-level training.

Within our district, Rio Vista has participated in many district trainings and grade level articulation groups with other feeder elementary schools, joined by our common middle school. Administration and the school instructional coach participate in biweekly collaboration meetings with their peers where best practices are shared. The school principal has presented the school's plan for improving instruction to the school board, fellow administrators and parent groups such as school site council and PTO. Additionally, a general overview of our successful strategies has been shared with doctoral students through research surveys targeting schools who have demonstrated consistent growth.

4. Engaging Families and Community:

Working successfully in engaging families and community members for student success and school improvement has been and continues to be a priority at Rio Vista. According to Abraham Maslow's Hierarchy of Needs, we must first gratify the basic needs of our students and families before they can reach self-actualization, and in our case, academic success. Building quality relationships with parents and families based on trust enables school staff and parents to have honest and open discussion about specific challenges that face our students. Through honest communication everyone is able to better understand the needs of each student and together, as a team, create solutions that increase student achievement.

The first step in this process has been to include parents as partners. Through our Parent Teacher Organization (PTO), events are offered to build school community and allow parents the chance to interact with their child at school. Activities range from Lunch with Someone Special, to student performances and family nights including movies, dances and board games. By establishing the school as a welcoming place in the community children encourage their parents to participate and get involved. These activities are designed that families will interact with their children and each other, solidifying neighbors around the school community.

Rio Vista further strives to connect students and their families with resources offered at both the school and within the surrounding community. Opportunities to educate parents are used to empower them to help their children. Childcare is regularly provided and classes are offered in both English and Spanish. Community agencies such as the Parent Institute for Quality Education and the Hispanic Outreach Task force offer parent education classes and seminars that begin preparing parents on the requirements and expectations of preparing a child for college beginning in elementary school.

Communication with families is offered through a variety of methods. Information is relayed through flyers, automated telephone system, school marquee, message board, parent conferences and regularly scheduled informational meetings. Lead parents inform others and encourage them to attend school activities. Student progress is relayed through progress reports, Teleparent messages, and Home Connect email updates. Teachers are also readily available after student dismissal to connect with parents in a timely manner. Administration welcomes parent input and is available to parents and community members. This type of communication and access is encouraged through visibility before and after school, and during all school related functions.

At the beginning of each year, a parent survey is distributed to identify what types of workshops and resources are currently needed. Based on the survey results, families are offered a series of academic workshops that provide strategies and resources on how to assist with their child's educational needs. The monthly parent workshops provide not only researched-based strategies, but also community resources such as the city's public librarian who is invited to speak and inform the families of the resources. Students are given the opportunity to get a public library card through the school to facilitate access to additional materials that are available to all residents online and at the neighborhood county library. A social and emotional parent workshop component is offered by the Los Angeles County of Mental Health and/or Safe School/Healthy Students Initiative Grant which offer parents tips and resources that are available for their children and family.

Additional opportunities for partnering with parents have been established including, School Site Council, Safe Routes to School Partnership with the City of Pico Rivera, English Learner Committees, District Advisory Council members, District English Learner Advisory Council, Student Success Team and School Attendance Review Team.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Rio Vista implements state approved and adopted textbooks as the basis of the core curriculum for English Language Arts, Mathematics, Science, and Social Science. These items were selected because of their alignment to the state standards. To ensure fidelity to the program regular assessment windows are established to monitor student progress and establish pacing of instruction. Teachers collaborate during weekly meetings designing lessons and analyzing student data. Through the transition to Common Core State Standards, supplementary materials have been provided. Teachers create project based learning opportunities and encourage collaboration between students.

Literacy and reading strategies that support literacy foundations are essential in providing access to the curriculum. In addition to specific reading lessons within the adopted text, reading strategies and appropriate scaffolds are incorporated throughout the day in all subject areas as students learn to read to access information. For example, high academic vocabulary and increased opportunities for oral language development are highlighted at Rio Vista.

This year a book club has been established providing a regular meeting place for children to come and discuss a common book. This club is targeted towards 3rd grade students as they begin to develop a love for reading and to foster a love for the chapter books. Through a teacher facilitator, students will read common chapters and then review and discuss the previous weeks readings before school. Snacks are provided and the experience is intended to create a more sophisticated grown up atmosphere nurturing a life -long love for reading.

Writing is also taught across all subject areas. Students are instructed in the use of Thinking Maps graphic organizers to focus the information and their thoughts in order to create detailed, cohesive papers that remain on point and provide specific information.

The Science Club meets weekly during the winter months exploring the scientific method and conducting experiments and tests in preparation for the Los Angeles County Science Olympiad. A student team composed of 4th and 5th graders from the science Club competes against other schools in the county in various events centered around physics, chemistry , life and physical sciences

Social Science themes are addressed using the adopted text. Social Science selections and events are used for comparison during performance task activities and project based learning experiences.

English Language Development (ELD) is taught at each grade level during a common instruction block. Grade level teaming supports students language needs during this time as students rotate teachers based on language instruction. Throughout the day teachers incorporate research based teaching strategies such as Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD) in lessons across all content areas to address English Learner's needs. The ELD program is further used to enhance and supplement the core curriculum by targeting content specific vocabulary. English Learner Support Class is an extended learning opportunity for English Learner students who have not shown growth on AMAO 1 for the last 2 years. The targeted intervention is specific to reading comprehension and vocabulary development. For the second year teachers have participated in group lesson design used for the development of project based learning guided around an essential question.

Visual and performing arts are integrated into the classroom. Each classroom is responsible for one performance each year. These performances are rotated by grade level on an annual basis so that every student will have the opportunity to perform at each event twice during their time at Rio Vista.

Health and wellness are very important to maintaining both body and mind. Physical education, health and nutrition lessons are used to encourage students to take care of their bodies and establish healthy habits that will benefit them for life. 3rd through 5th grader students begin each day with morning calisthenics

supplemented by class lessons during the week. 5th grade students practice weekly in preparation for the state physical fitness test. A voluntary running club is also available to students during morning recess where students count the number of laps they can complete.

In partnership with the California Department of Health and the Harvest of the Month Program, students participated in meal planning and nutrition classes encouraging students and families to use more fruits and vegetables in their meals and snacks. Certified dietitians worked with classes to provide simple, easy to make snacks and offered students the opportunity to try new foods. Additionally, parent workshops were offered to family and community members to reinforce the healthy diets students were being taught in school by providing recipes and meal suggestions that complement the student lessons.

Using the Too Good for Drugs curriculum, students are encouraged to make smart, safe decisions and taught strategies for dealing with the challenges of peer pressure.

Anti-bullying efforts are addressed through the Olweus anti-bullying curriculum. Weekly classroom meetings establish an outlet for students to discuss their concerns and gain access to tools to intervene. Individuals are empowered to take action when faced with a bully through the power of one individual agreeing to take a stand.

Technology integration is another critical content area for Rio Vista. We encourage all staff to engage our students in 21st century learning environments. To assist with that in mind, Rio Vista is equipped with 2 mobile laptop labs, one computer lab and one iPad cart. Teachers may sign up for lab time for student research, projects and other lesson topics. Students use technology to explain their lessons and share their learning with others by creating movies and presentations.

2. Reading/English:

Realizing the importance of maintaining focus on the core, as a school, it was agreed that a consistent time block should be dedicated for English Language Arts and English Language Development across each grade level. All students receive a mandatory two and half hour block of English Language Arts based on the state adopted basal program. This block of instruction includes one hour of leveled instruction during the Response to Instruction (RTI) groups. Additional reading and language instruction occurs during the forty-five to sixty minutes of English Language Development teaming which is focused on writing, reading to learn and access information, including thinking and reasoning in order to understanding content. Grade level teaming incorporates universal access time within the reading block hours in order to continue to ensure that all students' reading needs are being met regardless of primary language or ability.

Response to Instruction (RTI) has helped in ensuring that differentiated instruction is provided to students at their ability levels and the various learning needs are targeted appropriately. For 45 minutes to 1 hour every day all students acquire foundational reading skills in leveled groups specifically targeting reading comprehension, word analysis, fluency, and phonics (at the basic levels) by accessing the basal reading program. Individual student performance on grade level common assessments is utilized to cluster students based on the same reading needs. Advanced and proficient students are encouraged through challenging enrichment activities to extend the learning opportunities of the grade level standards. Students approaching grade level proficiency continue the instruction of the grade level standards in their targeted areas of need. Students who are performing below grade level in reading skills benefit from extra staff resources added to the classroom resulting in a smaller teacher to student ratio of no more than 8:1. A lead teacher provides instruction to this group with the assistance of two trained support staff consisting of classroom aides, college tutors who want to become teachers, or certified resource teacher/instructional coach or resource specialists.

RTI lesson topics are designed through grade level team collaboration time and based upon grade level standards. Instruction and lesson materials are differentiated to appropriate levels for the targeted class group – intensive, strategic, benchmark, and challenge. Grade level teachers need to collaborate and agree on what skills are going to be taught. All teachers are accountable for teaching such skills and the

instruction of the each content strands is evident during the grade level data analysis of common assessments. Teachers also have an opportunity to engage in discussions on successful and unsuccessful lesson strategies and revise their future lessons and instructional delivery based on the student outcomes and assessment results.

3. Mathematics:

Math instruction is delivered using the state adopted text as a foundation for instruction. Using cognitively designed instruction framework teachers plan instructional activities based on what information the students already know and how they understand mathematics. By teaching mathematics through a cognitively guided instructional approach, children develop a firm foundation upon which they can learn higher math skills.

Lessons are designed to include instruction intended to develop a conceptual understanding of the math concept over basic procedural knowledge. Once a student understands the why of math they are better able to apply the knowledge in real world scenarios and recognize errors. This further allows for increases in rigor from basic computation to problem solving skills. As students progress through the grades a distinct increase in language is required to justify and explain solutions. Throughout all grade levels students are expected to model, illustrate and explain their work. Using a four-step problem solving process students: understand, plan, solve and check students create solutions to a variety of math problems. Students are able to model problems using manipulatives, drawings and tables. Students benefit by being able to apply prior knowledge and previous concepts and problems and consider applying them to a new situation.

Struggling students are selected based upon benchmark assessment to participate in extended learning opportunities before school. In addition to classroom lessons, these students who lack fundamental skills are given additional support, strategies and opportunities for understanding the math at grade level. During the transition to common core state standards, district math curriculum council representatives are providing training to the teachers on the 8 mathematical practices.

Standard 1: Make sense of problems and persevere in solving them
Standard 2: Reason abstractly and quantitatively
Standard 3: Construct viable arguments and critique the reasoning of others
Standard 4: Model with mathematics
Standard 5: Use appropriate tools strategically
Standard 6: Attend to precision
Standard 7: Look for and make use of structure
Standard 8: Look for and express regularity in repeated reasoning

4. Additional Curriculum Area:

Health and wellness have been an additional area of focus for our students, stemming from our understanding of Maslow's Hierarchy, and its necessity is essential for academic success. Students who lack healthy habits have increased absences resulting in lost instructional time. Health and wellness are very important to maintaining both body and mind. Through physical education, health and nutrition lessons students are encouraged to establish healthy habits that they will likely carry through adulthood.

In primary grades structured playground activities are explicitly taught to students promoting teamwork, athleticism and fair play. A regular fitness regimen and stretching program reduces the risk of sickness and injury. Third through fifth grade students begin each day with class led exercises for to create healthy habits through beneficial physical activity and provide an energetic start to the day. Each fall, 5th grade students begin a fitness training program to prepare for the physical fitness assessment in the spring.

Through the Harvest of the Month Program sponsored by the Network for a Healthy California students study the fruits and vegetables grown in the state. During each season student prepare nutritious snacks using the fruit or vegetable of the month. Alternate recipes and dietary guidelines are presented to parents during after school workshops that compliment the student lessons.

Using the Too Good for Drugs curriculum, students are encouraged to make smart, safe decisions and taught strategies for dealing with the challenges of peer pressure.

Teachers conduct weekly classroom meetings using the state approved Olweus Anti-bullying curriculum. Students are guided through grade appropriate discussion topics around social and emotional situations. Students are instructed in the paradigm shift required to reduce the power of bullying and empowering others to unite against undesired pressures. Program fidelity is monitored through lesson summaries and teacher reports provided to the program coordinator.

5. Instructional Methods:

Differentiated instruction has been a cornerstone for Rio Vista's success. Instruction is differentiated beginning with the classroom teacher. Lesson delivery is designed to address the differing needs of all types of learners through whole group, small group, individual instruction or classroom centers. School-wide initiatives include the use of Thinking Maps graphic organizers across academic subjects and grade levels. Close reading strategies and depth of knowledge questions are integrated into the lessons to engage students across ability levels and increase access to content. Research based teaching strategies such as SDAIE (Specially Designed Academic Instruction in English) and Guided Language Acquisition Design (GLAD) are used in all content areas to address English Learner needs. Culture and language factors are considered in lesson design.

Utilizing elements of the 21st Century Framework from Partnership 21, technology plays a significant role in the way that instruction is delivered to students. Every classroom is equipped with a document camera, laptop, projector and speakers to provide students access to a wide range of media and methods of accessing curriculum. Each teacher also has an iPad and school subscription to the media services library through the Los Angeles County Office of Education. All students have access to the computer labs, iPad cart and Alphasmart keyboards within the classroom. Applications such as Explain Everything are used to connect a voice recording and illustrations for students to present different solutions to their peers in an alternate format.

Teacher collaboration time is used to design lessons leveled by ability to challenge and support students across the proficiency levels during RTI. Teachers identify a clear coherent structure for proper scaffolding of lessons to insure appropriate essential skills are taught across all student groups. Students are then instructed in leveled classrooms. Additional staff are used to reduce the student teacher ratio between students with the most intensive needs.

Explicit direct instruction (EDI) and TAPPLE (Teach First, Ask a Question, Pause and Pair Share, Pick a Non-Volunteer, Listen to Response, and Effective Feedback) are used to scaffold learning for all types of learners through-out the school day. Students are engaged more frequently in the lesson and have more opportunities to respond to the lesson activities.

Additional accommodations and modifications including mainstreaming opportunities are made for special education students, based on learning goals and objectives in the IEP. General Education students have access to the social skills and study skills groups through the Student Success Team process.

6. Professional Development:

Rio Vista's growth began with a clear vision for professional development centered around improving the effectiveness of instruction through lesson design and instructional delivery while building capacity within the school staff. Using a train the trainer model to create high expectations centered upon student learning became the driving force for student improvement. Providing training to grade level representatives elected by their peers creates trust and accountability to each other. Selected teachers, instructional coach and school principal participate in professional development trainings and return to the school site to train the remaining staff members. Additional representatives participate in the district curriculum councils for Language Arts and Mathematics and are responsible for creating and distributing subject specific

information to the school site. In addition, curriculum council members contribute to textbook selection, lesson design, assessment review and policy planning at the district level.

Further opportunities for training are offered by the county office of education. Resource teachers and classroom teachers who have excelled or achieved success in a particular content area or effective teaching practice are given opportunities to become a resource for staff members by presenting to their grade level or at a staff meeting. Currently, professional development is being aligned to transitioning students to Common Core State Standards and maintaining positive growth towards students' academic achievement.

School leaders have presented numerous professional development topics designed to increase the effectiveness of the transition to Common Core State Standards. Recent trainings have included depth of knowledge questions, standards crosswalks, student collaboration, performance tasks, project based learning, integration of various technology and iPad applications, SBAC Testing Overview, explicit direct instruction, and student learning objectives. Teachers were then asked to provide evidence of implementation such as work samples of performance tasks, sample depth of knowledge questions, or technology integration to monitor effectiveness of the training. As more staff members become proficient it becomes easier for the school to scale up the initiatives and build upon the newly acquired skills with effective teachers as resources.

7. School Leadership

Rio Vista's leadership philosophy is to integrate effective leadership, quality teaching and an effective learning environment for all students. Through a shared leadership model, all stakeholders are working as one by being visible, analyzing instruction, making changes when necessary, and being cognizant that there is a connection between the three characteristics mentioned above in regards to the school's academic achievement success and ultimately the success of our students. Each is not sufficient to stand on its own in isolation. As a team, the school leadership will work together to provide support for school-wide academic improvement through clear and collaborative relationships which will foster a community of lifetime learners and high expectations for academic achievement.

The "building capacity" model has worked at Rio Vista for a numerous reasons. Since more than one staff member becomes knowledgeable in a focused area, they in return are empowered to provide professional development to the rest of the staff and become an immediate resource for the school. As a result, Rio Vista has more than one leader that can provide assistance to the rest of the staff, teachers, parents, and students. Moreover, everybody is aware that in order to commit to and continue to create a warm, clean, and safe nurturing environment of high expectations in which all students can reach their learning potential, everybody must continue to work as a team.

The school's team begins with the principal who has defined vision of what direction the school needs to take in order to ensure students' academic success. The principal not only oversees the structure of Rio Vista and implementation of its school plan and vision, but also provides mentoring and resources when needed to all staff members. Other school leaders are the Instructional Coach and Resource Specialist Program teacher who provide instruction to students, give resources and support to classroom teachers and parents. The school's psychologist and speech pathologist also play a leadership role in providing resources to parents, students, and teachers. The grade level representatives further fulfill a vital leadership role by comprising a group of representatives to the school leadership team with the task to relay information back and forth as to the needs of students, parents, and other teachers. In conclusion, the school leaders are aware that they are agreeing that their primary role is to be proactive, and unwavering in their focus towards increasing student learning through active leadership. There is also an understanding that as school leaders, they need to be are committed to inform and educate others about policy, programs, and best teaching practices not only at the school level, but also within the district and community in order to meet the school's high expectations for student learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: CA Standards Test and CA Modified Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: California Department of Education/ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	75	77	45	60	52
% Advanced	49	45	18	33	19
Number of students tested	80	74	78	79	84
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	6	0	0	1	0
% of students tested with alternative assessment	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	73	78	44	57	52
% Advanced	49	41	18	31	18
Number of students tested	55	59	61	67	68
2. Students receiving Special Education					
% Proficient plus % Advanced	47	38	20	8	33
% Advanced	13	13	7	8	0
Number of students tested	15	8	15	12	9
3. English Language Learner Students					
% Proficient plus % Advanced	77	73	33	54	46
% Advanced	51	37	17	30	20
Number of students tested	35	30	36	37	35
4. Hispanic or Latino Students					
% Proficient plus % Advanced	74	77	45	58	53
% Advanced	47	45	18	33	20
Number of students tested	77	73	78	77	81
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Due to restructuring of district wide special education programs, Rio Vista added 2 additional Adapted Specialized Academic Instruction (ASAI) Special Day classes in 2012-2013. Grade 2-3, and 3-4. This accounts for the increased number of students taking an alternative assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: CA Standards Test and CA Modified Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: California Department of Education/ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	77	49	46	42	46
% Advanced	40	22	21	15	21
Number of students tested	70	73	82	76	91
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment	5	0	0	0	0
% of students tested with alternative assessment	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	78	47	42	41	41
% Advanced	39	22	17	13	16
Number of students tested	51	60	60	61	70
2. Students receiving Special Education					
% Proficient plus % Advanced	63	18	8	10	28
% Advanced	13	9	0	0	11
Number of students tested	8	11	13	10	18
3. English Language Learner Students					
% Proficient plus % Advanced	78	47	41	30	39
% Advanced	37	19	11	13	11
Number of students tested	27	32	37	30	36
4. Hispanic or Latino Students					
% Proficient plus % Advanced	77	49	46	41	44
% Advanced	40	22	20	15	19
Number of students tested	67	73	80	75	88
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Due to restructuring of district wide special education programs, Rio Vista added 2 additional Adapted Specialized Academic Instruction (ASAI) Special Day classes in 2012-2013. Grade 2-3, and 3-4. This accounts for the increased number of students taking an alternative assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: CA Standards Test and CA Modified Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: California Department of Education/ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	78	69	55	49	54
% Advanced	43	36	27	14	14
Number of students tested	73	78	74	84	80
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment	4	0	0	0	0
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	78	66	56	50	48
% Advanced	42	34	29	13	12
Number of students tested	60	68	55	62	62
2. Students receiving Special Education					
% Proficient plus % Advanced	40	63	9	23	22
% Advanced	20	25	0	8	0
Number of students tested	15	16	11	13	9
3. English Language Learner Students					
% Proficient plus % Advanced	78	61	47	55	52
% Advanced	44	32	27	3	12
Number of students tested	27	31	30	33	25
4. Hispanic or Latino Students					
% Proficient plus % Advanced	78	68	55	48	55
% Advanced	43	34	26	13	13
Number of students tested	73	76	73	83	77
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Due to restructuring of district wide special education programs, Rio Vista added 2 additional Adapted Specialized Academic Instruction (ASAI) Special Day classes in 2012-2013. Grade 2-3, and 3-4. This accounts for the increased number of students taking an alternative assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: CA Standards Test and CA Modified Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: California Department of Education/ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	54	43	24	32	29
% Advanced	15	12	4	17	5
Number of students tested	80	74	78	79	83
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	6	0	0	1	0
% of students tested with alternative assessment	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	51	41	23	31	28
% Advanced	15	7	5	13	5
Number of students tested	55	59	61	67	67
2. Students receiving Special Education					
% Proficient plus % Advanced	33	27	13	0	22
% Advanced	20	0	0	0	0
Number of students tested	15	11	15	12	9
3. English Language Learner Students					
% Proficient plus % Advanced	54	33	17	32	21
% Advanced	17	10	3	11	6
Number of students tested	35	30	36	37	34
4. Hispanic or Latino Students					
% Proficient plus % Advanced	53	43	24	31	29
% Advanced	14	12	4	16	5
Number of students tested	77	73	78	77	80
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Due to restructuring of district wide special education programs, Rio Vista added 2 additional Adapted Specialized Academic Instruction (ASAI) Special Day classes in 2012-2013. Grade 2-3, and 3-4. This accounts for the increased number of students taking an alternative assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: CA Standards Test and CA Modified Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: California Department of Education/ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	73	56	55	55	45
% Advanced	39	27	28	18	18
Number of students tested	70	73	82	77	91
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	0	0	0	0
% of students tested with alternative assessment	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	71	55	52	53	39
% Advanced	35	25	27	16	11
Number of students tested	51	60	60	62	70
2. Students receiving Special Education					
% Proficient plus % Advanced	75	27	23	30	22
% Advanced	13	0	8	10	0
Number of students tested	8	11	13	10	18
3. English Language Learner Students					
% Proficient plus % Advanced	74	56	46	55	36
% Advanced	37	22	22	16	6
Number of students tested	27	32	37	31	36
4. Hispanic or Latino Students					
% Proficient plus % Advanced	72	56	55	54	43
% Advanced	39	27	28	17	17
Number of students tested	67	73	80	76	88
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Due to restructuring of district wide special education programs, Rio Vista added 2 additional Adapted Specialized Academic Instruction (ASAI) Special Day classes in 2012-2013. Grade 2-3, and 3-4. This accounts for the increased number of students taking an alternative assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: CA Standards Test and CA Modified Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: California Department of Education/ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	64	58	53	36	44
% Advanced	27	27	23	5	15
Number of students tested	73	78	75	84	80
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	4	0	0	0	0
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	62	53	59	32	36
% Advanced	25	25	27	3	11
Number of students tested	60	68	56	62	62
2. Students receiving Special Education					
% Proficient plus % Advanced	33	25	27	15	0
% Advanced	13	13	18	0	0
Number of students tested	15	16	11	13	9
3. English Language Learner Students					
% Proficient plus % Advanced	63	55	48	18	40
% Advanced	22	26	16	0	4
Number of students tested	27	31	31	33	25
4. Hispanic or Latino Students					
% Proficient plus % Advanced	64	58	53	35	44
% Advanced	27	26	22	4	14
Number of students tested	73	76	74	83	77
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Due to restructuring of district wide special education programs, Rio Vista added 2 additional Adapted Specialized Academic Instruction (ASAI) Special Day classes in 2012-2013. Grade 2-3, and 3-4. This accounts for the increased number of students taking an alternative assessment.